



# CLASSROOM OBSERVATION TOOL - COT

## MENTORS AND COACHES

**Community Name:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**Teacher Name:** \_\_\_\_\_

**Coach Name:** \_\_\_\_\_

**Date of Observation:** \_\_\_\_\_

**Length of Observation:** \_\_\_\_\_



## 1—Classroom Management & Community

Observed	NS	
		Draws attention to the expectations in the classroom through non-verbal/verbal cues or <b>reminders of established rules and expectations</b> . Note: Later in the school year, there may be less need for explicit discussion of rules because children appear to move through day smoothly without conflicts. <sup>2</sup>
		<b>Respectfully and calmly gives reminders, redirection or logical/natural consequences</b> should a child break a rule or misbehave. <sup>185</sup>
		Use of <b>organized/efficient classroom routines to maximize instructional time</b> (e.g., efficient method for taking daily attendance, materials prepared for lesson, clear procedure for taking turns at restroom). <sup>189</sup>
		Use of <b>intentional and efficient methods for transitioning</b> from one activity to the next (e.g., song to clean up, phonological awareness game to transition to centers, etc.). <sup>190</sup>
		Involve children in <b>management of the classroom through assigned jobs and responsibilities</b> (e.g., children each have a job in the class and children are seen practicing these jobs around the classroom; children open/close door, turn on/off light, help set up snack, report on the weather, etc.). <sup>3</sup>
		Help children to <b>resolve conflicts with peers</b> by using words and regulating behavior (e.g., “We use words, not our hands, when a friend has a marker that you want.”). <sup>186</sup>
		Teacher talks about or encourages children to participate in <b>community-building activities</b> (e.g., teacher models and encourages children to practice respectful and friendly behaviors to build friendships among peers; activities that celebrate or value students’ hard work). <sup>188</sup>

### Evidence/Notes:

## 2—Social and Emotional Development

Observed	NS	
		<b>Respond promptly and sensitively</b> (warmly and with genuine concern/understanding) to children's verbal and nonverbal signals, values, feelings, interests, and needs.* <sup>11</sup>
		Use <b>positive non-verbal behaviors with children</b> (e.g., get on child's eye level; smile; use affectionate/reassuring touch, as appropriate; allow children to move close to or sit with the teacher when appropriate).* <sup>15</sup>
		Use <b>non-specific praise</b> and encouragement (e.g., Great job, good girl, wonderful).* <sup>13</sup>
		Use <b>specific praise, encouragement, or positive feedback</b> that provides children explicit information regarding what they are doing well (e.g., "You did a great job writing your name." "I like the way you helped your friend." "You counted to 10, you must feel proud." "You counted to 10," with thumbs up gesture.).* <sup>14</sup>
		Provide guidance that <b>encourages children to regulate their own behavior or solve their own problems</b> (avoid overly directive strategies, "Say you are sorry," instead teach conflict resolution - model and have children practice words to use, etc.).* <sup>12</sup>
		Label children's feelings and <b>talk about feelings</b> (e.g., define feelings, explain causes of feelings, discuss appropriate behaviors for various feelings). <sup>16</sup>
		Model or discuss <b>respect for diversity</b> including culture, ethnicity, special needs, and language (e.g., children's use of home languages, talk about items in centers that reflect diverse backgrounds). <sup>179</sup>
		<b>Provides explicit instruction</b> that incorporates diverse cultural backgrounds of children (e.g., multicultural read alouds, lessons on cultural traditions etc.). <sup>329</sup>
		<b>Use verbal or non-verbal behaviors to engage children</b> with weaker speaking or social skills or students <b>who are more shy/withdrawn</b> (e.g., equity sticks, name tags, calling on/directing comments to less engaged children).* <sup>191</sup>

\*Note: To mark these items, you should consider the teacher's typical/global interaction style during the observation, instead of seeing one isolated instance of the behavior.

### Evidence/Notes:

### 3—Center/Independent Workstation Activities

<b>Center Routines &amp; Modeling Center Materials</b>		
<b>Observed</b>	<b>NS</b>	
		Draw attention to expectations for center time through non-verbal/verbal cues or <b>reminders of established rules and expectations</b> . 4
		Model how to play/use and <b>care of center materials during center time</b> (e.g., support turn taking, proper care and storage of materials, clean up before leaving centers, etc.). 6
		Talk about or encourage children to <b>use theme related materials</b> in centers (e.g., activities based on curriculum/ theme). This can be done <b>before</b> going to centers and/or <b>during</b> center time. 261
		<b>Allows children to make choices</b> about center activities (e.g., child chooses center and/or center activities). 331
		<b>References center management system</b> verbally or non-verbally to support use (e.g., “Use your name tag when you go to a center, check the board to see what center you will be in.”). 332
		Describe or <b>model</b> opportunities available in centers <b>before going to centers</b> (e.g., demonstrate how to use a new center activity, review existing activities/materials.). 5
		Model and use verbal or non-verbal <b>scaffolds</b> (upward and downward scaffolds) <b>during centers</b> (e.g., hand-over-hand support for puzzle activity or verbal clues about how to turn puzzle piece to fit, suggest more advanced ways to play/use materials, encourage child creativity, etc.). 7
		<b>After</b> center time, engage children in reviewing/discussing center activities and learning in a whole-group setting (e.g., “Gina, tell us what you did at the Pretend and Learn center today.”). 8

#### Evidence/Notes:

## 4—Oral Language Use

<b>Language to Build Basic and Advanced Understanding</b>			
<b>English</b>		<b>Spanish</b>	
<b>Observed</b>	<b>NS</b>	<b>Observed</b>	<b>NS</b>
			<b>Name/Label</b> various items and specific parts of objects (e.g., instead of “Hand me that,” “Hand me the apron.”).* <i>Ejemplo en español: “En vez de “Dame esto,” “Dame el delantal.” 27</i>
			<b>Describe</b> how items look, feel, describe action (e.g., “The blue carpet feels rough.”). * <i>Ejemplo en español: “La alfombra azul se siente áspera.” 28</i>
			<b>Compare/Contrast</b> how items/actions/etc. are the same or different (e.g., “Is this hot or cold? “An apron is like a napkin that is attached at your waist.”).* <i>Ejemplo en español: “¿Esto está caliente o frío? “Un delantal es como un servilleta que se pone en la cintura.” 29</i>
			<b>Inference/Judgment</b> (e.g., discuss something not explicitly stated or obvious; making a decision based on evidence or prior knowledge (e.g., “I see a rainbow. It must have rained.”; “In this story, the children are wearing coats. It must be cold.”)). * <i>Ejemplo en español: “Veo un arco iris. Debe haber llovido,” “En esta historia, los niños están usando abrigos. Debe ser frío.” 195</i>
			<b>Link/Make connection</b> to child’s personal experience or child’s prior knowledge (e.g., the bear in the text “sniffs” and teacher links: “When we had lunch yesterday, you sniffed the pizza.”).* <i>Ejemplo en español: “Cuando comimos ayer, oliste la pizza.” 31</i>
			<b>Explain</b> function/cause and effect (e.g., “A blender cuts things up very, very tiny.” or “When you turn on a blender, the blades chop things up very finely.”).* <i>Ejemplo en español: “Una batidora corta cosas hasta que estén muy pequeñas.” Note: If teacher explains what a word means, score it as vocabulary instruction instead. 30</i>
<p><i>*Note: To mark these items, you should consider the teacher’s typical/global interaction style during the observation, instead of seeing one isolated instance of the behavior.</i></p>			
<p><b>Evidence/Notes:</b></p>			

## 4—Oral Language Use

<b>Vocabulary/Language Instruction</b>				
<b>English</b>		<b>Spanish</b>		
<b>Observed</b>	<b>NS</b>	<b>Observed</b>	<b>NS</b>	
				<p><b>Talk about vocabulary word(s) in the context of a meaningful activity</b> when it occurs outside of a book reading activity (e.g., during a science activity).  <i>Note: Excludes vocabulary talk <b>before, during, and after</b> read alouds. 38</i></p>
				<p>Provide <b>child-friendly definition that explains the meaning of vocabulary</b> words (e.g., "Tangled means it is all knotted and twisted up.").  <i>Ejemplo en español: "Enredado significa que todo está anudado y torcido."</i>  <i>Note: Excludes vocabulary talk <b>during and after</b> read alouds. 32</i></p>
				<p>Encourage children to say/repeat a vocabulary word <b>with the teacher</b>.  <i>Note: Excludes vocabulary talk <b>during</b> read alouds. 39</i></p>
				<p><b>Encourage children to act out a vocabulary word</b> (e.g., "Show me how you would tromp.").  <i>Note: Excludes vocabulary talk during read alouds. 45</i></p>
				<p>Use <b>graphic organizer to teach vocabulary</b> or concepts (e.g., <i>inside</i> vs. <i>outside</i> - use Venn diagram: put activities children could do <i>inside, outside</i> or both; <i>plants</i> - use concept web to explain what it is, where they grow, kinds of plants, etc.). 47</p>
				<p>Give <b>examples and non-examples or synonyms/antonyms of the vocabulary word</b> to build meaning around target word (e.g., If target word is <i>slowly</i> show pictures of or say: turtle, elephant, snail, cheetah. Children say <i>slowly</i> if animal moves slowly or say <i>quickly</i> if the animal is fast.).  <i>Ejemplo en español: "Despacio." o "Rápidamente." 43</i></p>

## 4—Oral Language Use

<i>Elicits Language from Children</i>				
English		Spanish		
Observed	NS	Observed	NS	
				<b>Ask knowledge level, basic questions</b> (have right or wrong answers based on what you can see, hear, smell, taste, touch, name, describe, recall, etc.). <i>Note: Excludes discussion <b>during and after</b> read alouds.</i> 33
				<b>Ask higher level, open-ended, thinking questions</b> (analysis or thinking required, “why,” “how,” compare, link, explain, etc.). <i>Note: Excludes discussion <b>during and after</b> read alouds.</i> 34
				Teacher <b>downward scaffolds</b> children’s incorrect, ambiguous, or non-response to build their <b>oral language use</b> (e.g., simplify the question; provide clues; reduce choices to either/or question, “Is it too deep or too heavy?”; provide a cloze prompt, “The bucket was too dee...” (deep); model answer and ask child to repeat all or part of the answer, “This pail is deep. Say deep.”). <i>Ejemplo en español: “¿Es demasiado profundo o demasiado pesado?; El cubo era demasiado profundo.; Este cubo es profundo. Diga profunda.”</i> 156
				Teacher upward <b>scaffolds</b> children’s correct responses or child’s new topic to build their <b>oral language use</b> (e.g., ask for explanation, alternative ideas, or linking; brainstorm more challenging ways to play/use materials). 255
				<b>Attempts to elicit language from all children</b> , not just those who volunteer or those with stronger speaking skills (e.g., some tools like equity sticks, name tags, or calling on/directing comments to less engaged children).* <i>If dual language/bilingual classroom, <b>teacher encourages child response in the current language of instruction</b> if child responds in other language.</i> 197
				Engage children in conversations that involve child and teacher taking <b>multiple turns about a conversational topic</b> (e.g., 3-5 turns, such as Child (C)>Teacher (T)>C or T>C>T>C). 36
<i>*Note: To mark these items, you should consider the teacher’s typical/global interaction style during the observation, instead of seeing one isolated instance of the behavior.</i>				
<b>Evidence/Notes:</b>				

## 4—Oral Language Use

<b>Speaking/Grammar Skills</b>				
<b>English</b>		<b>Spanish</b>		
<b>Observed</b>	<b>NS</b>	<b>Observed</b>	<b>NS</b>	
				Model for children <b>how to express their ideas in more mature sentences</b> (e.g., expand child's words by adding an idea) (e.g., Child says, "Water." Teacher says, "Say, I want a drink of water." Child says, "Ball." Teacher says, "Yes, that is a big, blue, ball.>"). 201
				Explain to children <b>how to listen to others</b> by looking at the speaker and showing genuine interest in their ideas (e.g., "I know you are listening when you look at me while I am speaking.>"). 202
				Encourage children to <b>correctly pronounce a word</b> (e.g., recast child's statement with correct grammar) (e.g., Child says, "I goed to the store." Teacher recasts by saying, "You went to the store." Child says, "Boobonnet." Teacher says, "Bluebonnet. Say, Bluebonnet.>"). 333
<b>Context--"The When/Where"</b>				
<b>English</b>		<b>Spanish</b>		
<b>Observed</b>	<b>NS</b>	<b>Observed</b>	<b>NS</b>	
				Involve children in <b>large group oral language</b> activities. 334
				Involve children in <b>small group oral language instruction</b> (e.g., Tier 1-small group for all students or Tier 2-additional small-group for targeted students). 335
				Provide support and encourage children in <b>oral language</b> practice <b>during center activities</b> (e.g., joins child in center and has a conversation with them about what they are doing). 336
				Involve children in <b>transition oral language activities</b> (e.g., having children answer questions before moving from whole group to centers). 337
				Talk about <b>oral language during unplanned/spontaneous</b> activities (e.g., taking advantage of a teachable moment during an unstructured activity such as outdoor time, or meal/snack or making a meaningful connection to oral language during an activity in another concept area). <i>Note: Not during centers.</i> 338
<b>Evidence/Notes:</b>				



## 5—Read Alouds

<b>Before Reading</b>				
<b>English</b>		<b>Spanish</b>		
<b>Observed</b>	<b>NS</b>	<b>Observed</b>	<b>NS</b>	
				Talk about <b>book and print concepts</b> such as: title, author, illustrator, or cover/parts of book, directionality, etc. (no credit is given if these are just read). 50
				Ask questions/prompt children to <b>activate prior knowledge</b> of book content or elements - related to children's knowledge (e.g., "What do you know about bears? Do you remember when..."). 52
				<b>Introduce words/concepts that build background knowledge</b> for the overall understanding of the story (e.g., When reading <u>Bear Shadow</u> , discuss the concept and meaning of the word shadow.). 339
				Tell what the story is about with a <b>brief introduction/overview</b> , such as "In this story, the lion..." 51
				Use a read aloud chart or other <b>visual aid to support or introduce</b> the read aloud or topic (e.g., flannel board pieces, puppets, other props). 49
				<b>Ask for predictions</b> ("What do you think will happen?"; "What is this story about?"; "How do you think?"). 53
				Give a <b>purpose for listening</b> to the story ("As I read, I want you to think about/listen for..."). 55
				Teacher defines a <b>comprehension strategy and explains this is generally something good readers do</b> (e.g., making connections, making predictions, summarize, asking questions, using prior knowledge, comparing/contrasting, making inferences) (e.g., Teacher says, "What's the bear going to do?" Child says, "Eat the honey." Teacher says, "You made a prediction which means you guessed what would happen next in the story. That is what good readers do."). 54
<b>Evidence/Notes:</b>				

## 5—Read Alouds

<i>During Reading</i>				
English		Spanish		
Observed	NS	Observed	NS	
				<b>Read with expression</b> to capture children's attention (e.g., dramatic tone, use special voices for characters, etc.). 56
				<b>Acknowledge child responses</b> or acknowledge children who initiate their own topic during reading with simple praise or brief acknowledgement (e.g., "Good job", "You're right", repeats child's comment and/or praises). 59
				<b>Ask knowledge level, basic questions</b> (have right or wrong answers based on what you can see in illustrations or hear from the words read; name, describe, recall, etc.). <i>Note: Don't double code in oral language.</i> 57
				<b>Ask higher level, thinking questions</b> (analysis or thinking required, "why," "how," compare, link, explain, etc.). <i>Note: Don't double code in oral language.</i> 58
				<b>Build or expand on child responses</b> by adding more information with more than simple praise/brief acknowledgement (e.g., Child: "It's a giraffe!" Teacher: " <i>Giraffes have really long necks</i> ;" Child: "He's mean!" Teacher: "I agree with you that he's being mean. <i>I think he is a bully.</i> "). 203
				Give child-friendly, <b>explanation of vocabulary words</b> in text (e.g., " <i>Dangerous</i> means not safe."). <i>Note: Don't double code in oral language.</i> 60
				Ask children to quickly <b>act out important words or ideas</b> in story (e.g., "Let's all pretend to <i>tremble</i> like we're scared."). <i>Note: Don't double code in oral language.</i> 158
				Encourage children to <b>say/repeat a vocabulary word</b> with the teacher. <i>Note: Don't double code in oral language.</i> 340
				Model or ask children to <b>use prior knowledge</b> connected to previous themes or classroom learning topics (e.g., "What have we already learned about....?"; "We planted flowers the other day and this book is about plants."). 205
				Model or ask children to <b>make connections</b> between the text and their life or experiences outside the classroom (e.g., "What animals did you see when you went to the zoo with your dad?"; "Good readers think about how books remind them of things in their life. This is called making a connection. What does this book remind you of?"). 207
				Model or ask for <b>predictions</b> ("What do you think will happen if..."; "How do you think..."). 208
				<b>Follow up on predictions</b> made to confirm whether the prediction did/did not occur. 209
				<b>Model or encourage children to think about the purpose for listening</b> discussed before reading (e.g., "We were thinking about..."). 61
				Teacher models or thinks aloud to draw attention to a <b>comprehension strategy</b> (e.g., making connections, making predictions, summarize, asking questions, using prior knowledge, comparing/contrasting, making inferences) (e.g., Teacher says, "I have a question about this book. Why does the ..... Teacher says, "This picture makes me wonder about ..."). 206

## 5—Read Alouds

<b>After Reading</b>			
<b>English</b>		<b>Spanish</b>	
<b>Observed</b>	<b>NS</b>	<b>Observed</b>	<b>NS</b>
			<b>Ask knowledge level, basic questions</b> (have right or wrong answers based on what you can see in illustrations or hear from the words read; name, describe, recall, etc.). <i>Note: Don't double code in oral language.</i> 63
			<b>Ask higher level, thinking questions</b> (analysis or thinking required, "why," "how," compare, link, explain, etc.). <i>Note: Don't double code in oral language.</i> 66
			<b>Summarize the book's main idea</b> or what was learned (e.g., "In this book we learned..."). 65
			<b>Talk about or review vocabulary from the text</b> (e.g., review words on the read aloud chart, discuss vocabulary. "We talked about tremble. Can you show me how you look when you tremble? What does tremble mean?"; "I heard a word I didn't know – bully. What does bully mean?"). 67
			Discuss/Involve children in activities or discussions that <b>extend the read aloud</b> into whole group, transitions, centers, or small groups (e.g., props to act out story, class-made books, etc.). <i>Note: Extension activity must be observed.</i> 70
			<b>Revisit purpose for listening</b> to story (same purpose as stated before reading). 212
			Teacher defines a <b>comprehension strategy and explains this is generally something good readers do</b> (e.g., making connections, making predictions, summarize, asking questions, using prior knowledge, comparing/contrasting, making inferences.) (e.g., "We made some predictions about what was going to happen next. Sometimes we were right/wrong. Good readers make predictions because it helps them understand the book."). 62
<b>Evidence/Notes:</b>			

## 6—Phonological Awareness

<b>Core Concepts--"The What"</b>				
<b>English</b>		<b>Spanish</b>		
<b>Observed</b>	<b>NS</b>	<b>Observed</b>	<b>NS</b>	
				<b>Listening</b> – Draw attention to environmental sounds, the sequencing of environmental sounds (e.g., with musical instruments or snapping, clapping), sound effects in a story (e.g., zoom, roar), game or song to follow directions (e.g., Simon Says, Hokey Pokey). <sup>72</sup>
				<b>Word and Sentence</b> – Blend/segment/manipulate word without referring to print (e.g., sentence segmenting - child moves object for each word in a sentence) (e.g., compound words - child blends parts to produce compound words: Teacher says, "What compound word do you hear when you put together butter and fly?" Child says, "Butterfly."). <sup>73</sup>
				<b>Syllables</b> – Blend/segment familiar words (e.g., clap as segmenting names Teacher, "Linda."; Child, "Lin-da."). <sup>74</sup>
				<b>Onset and Rime</b> – Blend/segment/manipulate words between the consonant(s) and the rest of the word, with or without picture support (Blending – Teacher says, "What word am I saying: /c/ /at/?" Child says, "Cat."; Segmenting – Teacher says, "Let's break cat into two parts." Teacher and Child say, "/c/ /at/."). <i>Note: When doing onset-rime work with letters or writing, see the letter-knowledge or the written expression sections.</i> <sup>77</sup>
				<b>Rhyming</b> – Draw attention to rhyming words and teach the common pattern (i.e., identify, match, or produce words that fit the pattern) (e.g., those with the same ending sound: blue/shoe, tall/fall; nonsense words: pocket/wocket, elephant/delephant). <i>Note: Rhyming words are not always spelled the same at the end of the word – e.g., clue vs. koo vs. shoe. Reading a rhyming book or poster is not sufficient. Must draw attention to rhyming words or tell children to listen for rhyming words.</i> <sup>75</sup>
				<b>Alliteration</b> – Draw attention to and teach the common pattern of words that have the same beginning sound (i.e., identify, match, or produce words that fit the pattern) (e.g., "Lazy lions lounge at the local library. Do lion and lazy start with the same sound?" "What words started with /l/?"). <i>Note: Some teachers may need support in understanding that the same initial letter does not always mean words have the same initial sound – e.g., shoe starts with /sh/ vs. sun starts with /s/. </i> <sup>76</sup>
				<b>Phoneme</b> – Blend/segment/manipulate individual sounds in words. <b>Blending</b> – each sound of word is given (/c/ /a/ /t/) and students blend back together (cat). <b>Segmenting</b> – teacher or children separate each sound of a word (/c/ /a/ /t/). <i>Note: When doing phoneme work with letters or writing, see the letter-knowledge or the written expression sections.</i> <i>If dual language/bilingual classroom, phoneme-level instruction may not be necessary in Spanish because it is a syllabic language. Nonetheless, phoneme-level may be taught to improve later transfer to English. Follow the school/district's preference for this PA skill.</i> <sup>78</sup>
<b>Evidence/Notes:</b>				

## 6—Phonological Awareness

<i>Strategies and Approaches--"The How"</i>				
English		Spanish		
Observed	NS	Observed	NS	
				Talk about and/or engage children in <b>using manipulatives</b> (e.g., rhyming basket, counters for words in a sentence, counters for say-it, move-it phoneme level activity) when engaged in phonological awareness activities. 274
				Teacher <b>uses a book reading</b> to reinforce phonological awareness skills (e.g., Teacher reads a book with rhyming words and explicitly calls attention to the rhyming pairs - example: <u>Hop on Pop</u> "Hop and pop rhyme or sound the same at the end." <u>Some Smug Slug</u> "These words start with the same /s/ sound - some, smug, slug."). <i>Note: If draws attention to print record in Print and Letter Knowledge section.</i> 356
				Encourages children to <b>identify or match</b> sounds/words with similar or different phonological patterns (e.g., Rhyming - "Are these rhyming words?" "Thumbs up or down?" Child repeats the rhyming word after the teacher. Alliteration - "Do lion and lazy start with the same sound?"). 257
				Encourages children to <b>generate</b> sounds/words with similar or different phonological patterns (e.g., Rhyming - "What is a word that rhymes with cat?" Alliteration - "What is another word that begins like lion?"). 79
				Teacher <b>downward scaffolds</b> children's incorrect, ambiguous, or non-response to build their understanding of <b>word play/PA</b> (e.g., Teacher says, "Do Jill and Hill rhyme?" Child says, "No." Teacher says, "Listen closely to the ending sounds in these words." (Articulates words again with extra emphasis on ending sounds) "Do they rhyme?"). 275
				Teacher <b>upward scaffolds</b> children's correct responses or children's new topic to build their understanding of <b>word play/PA</b> (e.g., Teacher says, "Do Jill and hill rhyme?" Child says, "Yes." Teacher says, "Can you think of another word that rhymes with Jill?"). 343
				Takes advantage of <b>chance opportunities</b> to talk about phonological awareness (e.g., Teacher calls attention to two objects that begin with the same sound when child is putting a puzzle together). 344
<i>Context--"The When/Where"</i>				
English		Spanish		
Observed	NS	Observed	NS	
				Involve children in <b>large group phonological awareness</b> activities. 166
				Involve children in <b>small group phonological awareness instruction</b> (e.g., Tier 1-small group for all students or Tier 2-additional small-group for targeted students). 167
				Provide support and encourage children in <b>phonological awareness practice during center activities</b> (e.g., joins child in center and discusses initial sounds). 82
				Involve children in <b>transition phonological awareness activities</b> (e.g., clapping syllables to move from whole group to centers). 278
				Talk about <b>phonological awareness during underutilized contexts</b> (e.g., taking advantage of a teachable moment during greeting, bathroom, meal/snack, waiting time, walking in hallways, outdoor time, etc.). <i>Note: Not during centers.</i> 83
<b>Evidence/Notes:</b>				

## 7—Print Knowledge, Letter Knowledge & Early Reading

If dual language/bilingual classroom, the model of instruction will determine whether all these code-related skills should be taught in native language (e.g., 90/10 transition model) or native language and English (e.g., 50/50 dual language model). Follow the district/school's preference for language of instruction.

<b>Core Concepts--"The What"</b>				
<b>English</b>		<b>Spanish</b>		
<b>Observed</b>	<b>NS</b>	<b>Observed</b>	<b>NS</b>	
				Talk about <b>letter names</b> . 109
				Talk about <b>letter features</b> (e.g., stick letters/round letters; upper- and lower-case, sky-writing 'T', write a letter in isolation). 108
				Talk about <b>letter-sound correspondence</b> . <i>Note: Not while encoding (writing words), which is recorded in written expression.</i> 111
				Distinguish <b>between elements of print</b> (e.g., between print and photograph or illustration; Talk with children about what is a letter, word, or picture). 345
				Talk about/recognize <b>familiar words</b> (e.g., names, friends' names, environmental print, etc.). 346
				Talk about features of print such as <b>text contains letters, words, sentences, and/or spaces during reading</b> activities (e.g., distinguishes between letters, numerals, pictures; segment words from a sentence, short vs. long words). 127
				Talk about <b>book and print concepts</b> while reading a book (e.g., reading progresses from left to right, top to bottom, return sweep, etc.). <i>Note: Not while encoding (writing words), which is recorded in written expression.</i> 128
				Talk about how <b>letters are combined to make words</b> when working with letters or during reading activities. 224
				Talk about <b>punctuation</b> (period, question mark, exclamation mark, etc.) <u>during reading</u> activities. <i>Note: Not while encoding (writing words), which is recorded in written expression.</i> 129
				Teacher encourages children to <b>participate in reading</b> experiences by joining in on repeated parts, having children provide key words in text, or engaging children in echo-reading (note: to receive credit for this item children must be able to see print). 312
				Talk about/recognize/manipulate <b>less familiar words</b> such as high frequency words, word families, etc. 347
				Model or encourage children to <b>sound out words</b> based on their current level of letter-sound and print knowledge. 226

**Evidence/Notes:**

## 7—Print Knowledge, Letter Knowledge & Pre-reading/Early Reading

<b>Strategies &amp; Approaches--"The How"</b>				
<b>English</b>		<b>Spanish</b>		
<b>Observed</b>	<b>NS</b>	<b>Observed</b>	<b>NS</b>	
				<b>Track print with pointer/finger</b> in general left-to-right sweep while reading aloud. 131
				<b>Talk about and point to individual words or letters</b> with pointer/finger to isolate these features in print. 227
				Use <b>letter name/letter sound games/activities</b> without actual letter manipulatives (e.g., alphabet bingo, song about individual letter sound, magnadoodle/whiteboard for writing letters etc.). 113
				Talk about and/or engage children in using <b>letter manipulatives</b> that include the letter symbol for reference/learning (e.g., letter tiles, alphabet puzzles, magnetic letters, alphabet play dough stampers, alphabet stamps, alphabet arc, etc.). 115
				Use examples of <b>environmental and/or authentic print to teach letters</b> (e.g., letters in children's own names displayed in classroom; theme related print material, completed shared writing samples, etc.). 114
				Teacher <b>uses a book reading</b> to reinforce letter knowledge skills (e.g., Teacher reads an ABC book and explicitly calls attention to the letters named/shown/connected to a sound - example: <u>Chicka Chicka Boom Boom</u> "Look. Here are the letters a, b, and c."). 357
				Use the <b>letter wall</b> as an interactive teaching tool to emphasize features of print (e.g. play letter wall games, letter wall transitions, during journal writing). 112
				<b>Explain strategies good readers use to read unfamiliar words</b> , including sounding out words, looking for parts/chunks of words they know, or comparing unknown words to similar known words (analogy), or considering pictures/context to confirm the word makes sense. <i>Note: This item applies to classrooms with beginning readers.</i> 228
				Use <b>word reading and sentence reading activities</b> (e.g., word sorts, word hunt in connected text, word banks, sentence building activities, order sentences to produce rhyme/story). <i>Note: This item applies to classrooms with beginning readers.</i> 229
				Use <b>leveled texts and/or decodable texts</b> to encourage children to read materials with assistance or independently. <i>Note: This item applies to classrooms with beginning readers.</i> 230
				<b>Model and explain how good readers use good expression and fluency</b> during reading. <i>Note: This item applies to classrooms with beginning readers.</i> 232
				Use <b>fluency activities that allow students to practice reading familiar texts</b> with good expression/prosody and to improve their oral reading accuracy (e.g., buddy reading with fluency rubric, recite rhyme/poem). <i>Note: This item applies to classrooms with beginning readers.</i> 231
				Teacher <b>downward scaffolds</b> children's incorrect, ambiguous, or non-response to build their understanding of <b>print concepts, letters, or reading process</b> (e.g., Child called an E an F. Teacher says, "That's close. An 'F' has 2 lines, but this is an 'E' because it has 3 lines. Say E."). 313
				Teacher <b>upward scaffolds</b> children's correct responses or child's new topic to build their understanding of <b>print concepts, letters, or reading process</b> (e.g., Child says, "I found the letter M." Teacher says, "Yes that is the letter M. What sound does it make?"). 348
				Takes advantage of <b>chance opportunities</b> to talk about print, letter, or reading concepts (e.g., teacher calls attention to the letters on a truck or on a child's t-shirt). 349
<b>Evidence/Notes:</b>				





## 8—Written Expression

Core Concepts--"The What"				
English		Spanish		
Observed	NS	Observed	NS	
				Talk about correct <b>letter formation</b> (e.g., "Down and across makes the letter T," while writing "Today."). 215
				Talk about <b>letter names/letter-sound correspondence</b> during writing activities (e.g., "Today is Tuesday. What sound do we hear at the beginning of Tuesday? What letter makes the/t/ sound?" Then the teacher writes the letter "T"). 91
				Talk about print directionality and flow of writing <b>such as - writing progresses from left to right, top to bottom, return sweep during writing activities</b> (e.g., "When we write, we begin at the top left side of the paper ."). 88
				Talk about print features such as <b>letters make words, words versus letters, sentences are made up of words, spaces between words, etc. During writing activities</b> (e.g., "As we write, we put spaces in between our words—for example: I (space) like (space) pizza."). 87
				Talk about <b>capitalizing words</b> (name, first word of sentence, I, proper nouns) <b>during writing activities.</b> 90
				Talk about <b>punctuation</b> (period, question mark, exclamation mark, quotation marks, comma) <b>during writing activities.</b> 89
Approaches--"The How"				
English		Spanish		
Observed	NS	Observed	NS	
				Talk about and/or engage children in <b>independent writing</b> activities linked to current themes or topics of interest (e.g., teacher provides support, scaffolding, and guidance as needed). 216
				Involve children in <b>modeled writing</b> activities in which the teacher controls the pen and the message, but models the writing process (e.g., thinking aloud about process; using correct capitalization, spelling, etc.). 96
				Engage small or large group of children in <b>shared writing opportunities</b> in which the teacher does all the writing, but elicits ideas for writing from children (e.g., response to literature, daily news, charts related to curriculum theme). 92
				Engage small or large group of children in <b>interactive writing opportunities</b> in which the teacher shares the pen with students so they can help write part of the message (e.g., shared writing activities in which children help add punctuation, letters, or words they can write with assistance). 99
<b>Evidence/Notes:</b>				

## 8—Written Expression

<b>Activities &amp; Materials—"The How"</b>			
<b>English</b>		<b>Spanish</b>	
<b>Observed</b>	<b>NS</b>	<b>Observed</b>	<b>NS</b>
			Write in <b>journals</b> that can be either open-ended topics (child choice) or related to the topic of study (e.g., science journal). <sup>93</sup>
			<b>Respond to literature/theme with writing</b> and drawing activities (might occur in journals or separately). <sup>95</sup>
			Talk about and/or engage children in authentic <b>opportunities to write in centers</b> (e.g., make a grocery list in home center, graph in the math center, blueprints in block center). <sup>218</sup>
			Establish classroom <b>routines that encourage/require child writing</b> (e.g., label your artwork with your name, sign-in upon arrival). <sup>217</sup>
			Make <b>class-made books</b> (e.g., each child makes a page of a counting book; pictures drawn by children/photos of children with teacher taking their dictations about their picture). <sup>94</sup>
<b>Strategies—"the How"</b>			
<b>English</b>		<b>Spanish</b>	
<b>Observed</b>	<b>NS</b>	<b>Observed</b>	<b>NS</b>
			<b>Take dictation</b> (e.g., negotiating a message or writing exactly what was said) from a single child about their individual drawing/writing/ideas. <sup>101</sup>
			Talk about/explain <b>plan for writing</b> through oral discussion, graphic organizers, etc. usually occurs during modeled, shared, or interactive writing (e.g., "Today we will write a letter to Goldilocks. Let's think about how to write a good letter."). <sup>97</sup>
			Encourage children to use <b>manipulatives to help them write words</b> (e.g., attending to sounds with a phonics phone, using letter sound cards, or letter wall cards to identify the correct phoneme to write). <sup>221</sup>
			Teacher <b>downward scaffolds</b> children's incorrect, ambiguous, or non-response to build their understanding of <b>written expression</b> (e.g., uses prompts, assistance sounding out words, and guidance using visual supports including high frequency word lists or letter wall.). <sup>100</sup>
			Teacher <b>upward scaffolds</b> children's correct responses or child's new topic to build their understanding of written expression (e.g., Child says, "I found the letter M." Teacher says, "Yes, that is the letter M. Can you write the letter M?"). <sup>350</sup>
			Model and encourage children <b>to say words slowly</b> and write a letter for each sound they hear. Accept spelling approximations that are appropriate to the child's stage of writing development. <sup>219</sup>
			Talk about/explain <b>editing, revising, or publishing steps of writing process</b> and how good writers use these steps of writing to arrive at a finished work. <sup>222</sup>
<b>Evidence/Notes:</b>			

**Evidence/Notes:**

## 9—Math

<b>Core Concepts – “The What”</b>		
<b>Observed</b>	<b>NS</b>	
<b>Counting Skills</b>		
		Talk about, encourage, or model <b>number recognition</b> (e.g., identifying and naming numbers; discriminate between numerals and letters). 137
		Talk about, encourage, about, encourage, or model <b>counting in sequence</b> (e.g., rote counting). 320
		Talk about <b>relation between quantities and numbers/counting objects</b> (e.g., one-to-one correspondence, recognizing last count as quantity/cardinality, quickly recognizing small quantities/subitizing). 321
		Talk about, encourage, or model verbal <b>ordinal terms</b> (e.g., first, second, third; Point to the last bear; What happened first in the story?). 161
<b>Classification and Pattern Skills</b>		
		Talk about encourage, or model <b>sorting objects</b> by attributes (e.g., sorting by color, size, shape). 317
		Talk about organizing data into a <b>graphic representation</b> (e.g., model collecting information, graphing, and discussion of data; analyze data on graph – “Look, boys and girls, our class eats more fruit than vegetables!”). 318
		Talk about, encourage, or model recognizing and/or creating <b>patterns</b> (e.g., provide opportunities for children to make and describe patterns; after making an AABB, ABB, pattern, teacher asks “Can anyone tell me what the unit of our pattern is? Yes, AABB, ABB.”). 319
<b>Geometry and Spatial Sense Skills</b>		
		Talk about, encourage, or model naming, creating, or manipulating common <b>shapes</b> (e.g., square, round, sides, angles, etc.). 322
		Talk about or encourage children to use <b>positional words</b> to describe location of an object (e.g., “The balls are <i>under</i> the sign-in table.”). 323
<b>Measurement Skills</b>		
		Talk about, encourage, or model to comparing the <b>length</b> of objects (e.g., length and height of children). 324
		Talk about, encourage, or model comparing <b>weight</b> of objects (e.g., provide opportunities to use a balance scale to compare weight). 325
		Talk about, encourage, or model recognizing and comparing the <b>amount of space/volume</b> occupied by objects (e.g., volume, capacity of containers). 326
		Talk about, encourage, or model activities that teach the <b>passage of time</b> (e.g., “Yesterday we played in the wet sand outside. Let’s see if the sand is still wet today.”). 327
<b>Adding To/Taking Away Skills</b>		
		Talk about, encourage, or model simple activities or word problems that involve <b>addition or subtraction</b> (e.g., “There is 1 bear in a cave. If 2 more bears walk into the cave, how many bears are in the cave all together?”). 138

## 9—Math

<b>Strategies &amp; Support--"The How"</b>		
Observed	NS	
		<b>Incorporate math in daily routines</b> (e.g., attendance, lunch count, voting, and graphs). 143
		Engage in math-oriented talk/vocabulary with children while using counting or other <b>math manipulatives</b> (children must have access to concrete manipulatives). 145
		Teacher <b>uses a book reading</b> to reinforce math skills, such as counting, patterns, shapes, etc. (e.g., Teacher reads a book with counting and explicitly calls attention to the counting opportunities – example: <u>Roar</u> - “Let’s count and see how many monkeys are on this page.” <u>Shapes Everywhere</u> - “Let’s look for the squares.”). 358
		Involve children in <b>organized hands-on math activities</b> (e.g., multi-sensory, manipulatives) that support one or more conceptual areas in math (e.g., number, counting, space and geometry, patterns, measurement, and graphing). 144
		Use or teach <b>math vocabulary</b> during a math activity (e.g., more/less, count, shape, sort, etc.). 234
		Teacher <b>downward scaffolds</b> children’s incorrect, ambiguous, or non-response to build their understanding of <b>math concepts</b> (e.g., Child miscounts bears. Teacher helps child use one to one correspondence by having him touch each bear as he counts again). 315
		Teacher <b>upward scaffolds</b> children’s correct responses or child’s new topic to build their understanding of <b>math concepts</b> (e.g., Child counts to ten. Teacher asks, “Do you know what number comes next?”). 352
		Takes advantage of <b>chance opportunities</b> to talk about math concepts (e.g., Teacher asks child to count rocks that were found on the playground). 353
<b>Context – “The When/Where”</b>		
Observed	NS	
		Involves children in <b>large group math activity</b> . 174
		Encourage use of specific <b>math manipulatives/materials in centers</b> (e.g., join child in math center to help sort the bear counters). 148
		Involve children in <b>small group math instruction</b> (e.g., Tier 1-small group for all children or Tier 2-additional small-group for targeted children). 236
		Involves children in <b>math transition</b> activities (e.g., if you have 3 buttons on your clothes, go line up). 328
		Talk about <b>math during underutilized contexts</b> (e.g., taking advantage of a teachable moment during greeting, bathroom, meal/snack, waiting time, walking in hallways, outdoor time, etc.; Teacher says, “Let’s count to ten while we wash our hands.”). <u>Note: Not during centers.</u> 149
<b>Evidence/Notes:</b>		

## 10—Science

<b>Core Concepts – “The What”</b>		
Observed	NS	
<b>Physical Science</b>		
		Observe, discuss, and/or investigate the <b>properties of natural and man-made objects</b> (e.g., compare physical properties, uses, textures of paper, sandpaper, foil, etc.; why do materials sink or float when placed in water; why do some objects attract to magnets and others do not). 247
		Observe, discuss, and/or investigate <b>motion of objects</b> (e.g., how items move when pushed and pulled; how cars, balls, marbles move down ramps/inclines; how direction of balls changes when they collide, etc.). 359
		Observe, discuss, and/or investigate <b>different sources of energy</b> including heat and electricity (e.g., observe the effect of sunlight on the temperature of different surfaces such as sand, soil, rocks, metal; how the shade made by different objects – trees, umbrellas, tents – reduces the warming effect of the sun; etc.). 360
<b>Life Science</b>		
		Observe, discuss, and/or investigate <b>characteristics of organisms</b> and/or what they need to survive (e.g., animals need food from plants or other animals; plants need water, light, etc.; compare the differences and similarities of animals that live in water vs. land vs. air/fly). 248
		Observe, discuss, and/or investigate <b>life cycles of organisms</b> (plants and animals) (e.g., show young animals look similar to, but not exactly the same as, their parents; child plants seeds, then observes, discusses, and records plant growth; etc.). 361
		Observe, discuss, and/or investigate the <b>relationship of organisms to their environment</b> (e.g., a squirrel digs a hole in the ground to hide its food; tree roots can break concrete). 362
<b>Earth System (Earth and Space) Science</b>		
		Observe, discuss, and/or investigate <b>characteristics and/or uses of earth and/or human-made materials</b> (e.g., examine rocks, sand, soil using hand lenses, balances; sort natural vs. human-made materials; sort living vs. non-living objects/organisms). 249
		Observe, discuss and/or investigate <b>patterns or changes in the earth and sky</b> (e.g., changes in weather/seasons, shadows, how objects react to sunlight, etc.). 363
		Observe, discuss, and/or investigate <b>how humans use and/or conserve natural resources in their environment</b> (e.g., how people use water, trees; how people can reuse, reduce/conserve, recycle, etc.). 364
		Observe, discuss and investigate <b>various objects in the sky</b> (e.g., clouds and their shapes, the position of the sun, or comparing night sky and day sky). 365
<b>Engineering and Design</b>		
		Test and compare different <b>ways to solve a simple problem</b> that can be solved by using an object or creating a new object (e.g., identify the best shape of block for the base of a tower so it will not be pulled down/fall down; use popsicle sticks or recycled materials to build a strong miniature house or bridge). 366

## 10—Science

<b>Strategies and Approaches -- "The How"</b>		
Observed	NS	
		Teacher models the use of or teaches the meaning of <b>scientific vocabulary</b> (e.g., patterns, cause and effect, quantity, change; stem, root, soil; speed, motion, direction, etc.). 367
		Teacher models the <b>use of and names tools of science and engineering</b> (e.g., magnifying glass, balance scale, thermometer, binoculars, measuring cups, measuring with non-standard units, etc.). 368
		Teacher <b>downward scaffolds</b> children's incorrect, ambiguous, or non-response to build their understanding of <b>science concepts</b> (e.g., Teacher says, "What weather is best for flying a kite?" Child says, "Sunny." Teacher says, "The sun doesn't lift the kite into the air. What lifts the kite into the air?" Child says, "Wind."). 369
		Teacher <b>upward scaffolds</b> children's correct responses or child's new topic to build their understanding of <b>science concepts</b> (e.g., Teacher says, "What weather is best for flying a kite?" Child says, "Windy." Teacher says, "You're right. How do you control the kite?" Child says, "You unwind the string to make it go higher."). 370
		Takes advantage of <b>chance opportunities</b> to talk about science concepts (e.g., If it starts to rain, talk with children about why living things need rain.). 371
<b>Activities -- "The How"</b>		
Observed	NS	
		<b>Ask and answer questions</b> about scientific phenomena or engineering solutions while identifying topics for study (e.g., "Why does your shadow change sizes throughout the day?"; "What objects can you use or create to keep ice from melting quickly?"). 372
		Model and encourage children to <b>make predictions/hypotheses</b> (e.g., make simple if... then statements; guess what might be causing the problem or what the result of a change may be). 373
		Plan and <b>carry out systematic investigations</b> to compare and test different situations or solutions (e.g., science "Let's see which makes our plants grow taller – putting them in the window or in this dark closet." or engineering "Let's see which ramp makes the car roll faster – the wood ramp or the fabric covered ramp."). 374
		Involves children in using senses and simple tools to <b>collect simple data</b> during science or engineering investigations – drawing, counting, tallies, non-standard measurement, simple bar graphs (e.g., put plants from light and closet side-by-side and record which is taller; use chalk or tape to mark how far the car rolled on the different ramps.). 375
		Encourage children to <b>share/ talk about their findings</b> using writing/drawing/simple models (e.g., share science journals at Circle time; show and tell about an experiment; invite parents or other students to hear a presentation about the class's findings). 376
		Engage in talk and questioning (Why? How?) that <b>encourages explanation and higher-level thinking based on observations or simple data</b> (e.g., Why do you think the plants that got sunlight are taller? How do you think the height of the ramps changed how far they went?). 377
<b>Context -- "The When/Where"</b>		
Observed	NS	
		Involves children in <b>large group science activity</b> . 378
		Encourage use of specific <b>science manipulatives/materials in centers</b> (e.g., joins child in the science center and shows the child how to use a balance). 379
		Involve children in <b>small group science instruction</b> (e.g., Tier 1-small group for all students or Tier 2-additional small-group for targeted students). 380

## 11—English Language Learners

These instructional supports should be scored any time a second language learner is enrolled in the classroom. These teacher behaviors are appropriate in any instructional model that serves second language learners including: classrooms with predominantly English instruction/English immersion, bilingual instruction, or dual-language instruction. Before observation, ask the teacher which children speak a language other than English in their home so you can consider the extent to which the teacher used these behaviors with those students.”

Observed	NS	
		Teacher supports understanding by using <b>gestures, acting out, or miming</b> important vocabulary/concepts. This could occur during large group, small groups, or center time. 210
		Teacher supports understanding by <b>pointing to or using visual representations</b> (objects/pictures/manipulatives) of important vocabulary/concepts. This could occur during large group, small groups, or center time. 182
		<b>Explain and instruct basic words</b> (not just sophisticated vocabulary) because ELL may not know basic vocabulary that native speakers will understand. 181
		Teacher <b>explains idioms</b> that ELL are unlikely to understand, such as turn of phrase/figure of speech (e.g., “Driving me crazy,” etc.). 211
		Lesson plan should reflect the <b>specific ELL instructional adaptations</b> planned. 242
		Teacher models or teaches <b>acceptance of multiple languages</b> (e.g., respects children’s use of home languages in the classroom or teacher learns some vocabulary in the children’s home language.). 354
		If teacher is comfortable speaking children’s home language, <b>explain cognates</b> to support transfer of vocabulary knowledge ( <b>Ejemplo: doctor/doctor; plant/planta</b> ). 200
		Teacher provides additional <b>scaffolding</b> when students have difficulty attending to or writing sounds that are not present or different in their native language. For example, the teacher might reiterate the sound in their home language and compare it to English (e.g. the letter h in Spanish is silent). 220



## 12—Student Progress Monitoring, Assessment, & Lesson Planning

Observed	NS	
		<b>Implement written lesson plan activities generally as planned</b> to follow through with <b>scheduled</b> learning objectives. <sup>23</sup>
		<b>Duration of whole-group activities is appropriate</b> for children's attention span. <sup>239</sup>
		<b>Lesson plan objectives link closely to classroom materials</b> in centers and around the room (e.g., materials in dramatic play center reflect current theme/unit, theme/unit related books are present, children's work related to theme/unit is displayed around the room). <sup>24</sup>
		Recent, dated documentation of children's developmental progress by <b>assessing important literacy/language areas</b> through the use of direct assessments/cognitive checklists/portfolios. Should be accessible. <sup>18</sup>
		Recent, dated documentation of children's developmental progress by <b>assessing important math skills</b> through the use of direct assessments/cognitive checklists. Should be accessible. <sup>19</sup>
		Evidence of <b>small-group lesson plans</b> (this can include Tier 1 small groups or Tier 2 small groups). <sup>25</sup>
		<b>Duration of small-group activities is appropriate</b> for children's attention span. <sup>240</sup>
		Plan <b>literacy/language instruction based upon individual assessment/checklists</b> . <b>Plan should be listed on lesson plan</b> (e.g., plan whole-group lessons to introduce a skill most children need; plan Tier 2 small-group lessons if only some children need skill practice or review). <sup>237</sup>
		Plan <b>math instruction based upon individual assessment/checklists</b> . <b>Plan should be listed on lesson plan</b> (e.g., plan whole-group lessons to introduce a skill most children need; plan Tier 2 small-group lessons if only some children need skill practice or review). <sup>238</sup>
		Lesson plans show strong <b>connection between instructional standards and theme/unit-related activities</b> (e.g., theme activities teach important objectives/standards rather than only linking to a theme). <sup>22</sup>
		If <b>dual language/bilingual classroom</b> , lesson plans <b>should reflect times when Spanish-only/English-only occurs</b> according to the school/district's instructional model. Teachers should attempt to follow the language model, rather than using his/her dominant language or students' dominant language. If there is no formal model, the mentor should discuss language goals with the director to know how to mentor. <sup>241</sup>

**Evidence/Notes:**

## 13—Effective Use of Technology (optional)

Observed	NS	
		Teach children <b>basic skills for using technology</b> effectively such as mouse skills, whether and how to power on/off, proper care of materials, etc. <sup>243</sup>
		Activities at <b>computer or listening centers address high-priority instructional targets</b> (e.g., letter knowledge, math, electronic book reading), rather than entertainment purposes. <sup>245</sup>
		Activities at computer or listening centers include <b>instructions/labels with pictures/icons</b> that assist children in using technologies independently or with minimal adult assistance. <sup>244</sup>
		If classroom includes <b>LCD projector, SMART board, tablets/iPad or other technologies, use these to regularly enhance instruction</b> in large- and small- group activities (e.g., short educational video discussed to support science instruction; SMART board used for shared writing to draft, revise, and publish). <sup>246</sup>
Evidence/Notes:		

## **GOALS**

**What is (are) the goal(s) that the teacher will work towards accomplishing before the coach's next visit?**

## **ACTION PLAN**

**What will the teacher do independently to accomplish the set goal(s)?**

**How will the coach support the teacher to help meet the set goal(s)?**

**Additional Comments:**